

Student Teaching Handbook

for

Cooperating Teachers

&

University Supervisors



Revised September 2011

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Introduction

Purpose of the Professional Semester/Student Teaching

The professional semester is designed to assist students in translating the knowledge base of teaching, leading and learning into professional practice and in making the personal transition from pre-teacher to skilled educator.

Background of Student Teachers

Education students from Concordia University will engage in student teaching during what is known as the Professional Semester during their senior year. The Professional Semester is considered the capstone activity for students in the Teacher Education Program at Concordia. The Professional Semester consists of three parts: Coursework, Student Teaching I (ST1), and Student Teaching II (ST2).

Methods courses are routinely included the first eight weeks of the professional semester concurrent with ST1. Depending upon the student's grade-level program, he or she will participate in a variety of methods classes and seminars. Because of this course work, the teaching schedules of individuals in ST1 must be set to allow for participation in these classes.

ST1 is generally completed in the first eight weeks of the professional semester. Students in ST1 are assigned to schools in the area in and around Seward to facilitate participation in the required university course work. Because of the concurrent coursework, those in ST1 are encouraged to concentrate first on classroom activities and to limit participation in extracurricular activities at the school to professional conferences, parent conferences and the like.

ST2 is also 8 weeks in duration or 16 weeks for Special Education or Early Childhood, but students are expected to be at their teaching assignment all day, every day. For most student teachers it is completed in a location outside the Seward area. Student teachers assume more responsibility for teaching and are expected to participate in a wider range of school/parish activities in addition to the routine professional activities required of teachers.

A Concordia student teacher has already successfully completed almost all of the subject-area course work and methods courses required in his or her program, in addition to 100 or more hours of classroom experience. The Courses Completed form included with the student's Biographical Information form will give you an overview of the experiences of the individual student teacher and the courses they have completed to date.

After the successful completion of the Professional Semester, students may return to Concordia for one more semester of courses, or may be eligible to graduate and seek employment as a classroom teacher. Students who graduate with a Lutheran Teaching Diploma are eligible to seek placement in the teaching ministry of the Lutheran Church-Missouri Synod or to seek employment in a public school setting at their option.

Concordia University's Conceptual Framework

Concordia University's Conceptual Framework for its Department of Education relates teaching, leading and learning skills and attitudes expected of Concordia student teachers to the *Interstate New Teacher Assessment and Support Consortium (INTASC) Standards*.

Teaching knowledge

1. Student Development: The teacher education candidate understands how children learn and develop, and can provide learning opportunities that support a child's spiritual, intellectual, social, and personal development. - *INTASC2, T5, T6*

Teaching skills

1. Multiple Instructional Strategies -The teacher education candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills. INTASC4, T2
2. Planning - The teacher education candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. INTASC7, T1, LD3, LD4
3. Assessment - The teacher education candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. INTASC8, T3
4. Motivation and Management - The teacher education candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. INTASC5, T4

Teaching dispositions

1. Passion for Teaching - The teacher education candidate can articulate reasons for wanting to become a teacher and demonstrates a passion for teaching and motivation to spread the Gospel and strengthen the child's value system as evidenced in preparation and performance during practicum and field experiences. LD1, LD6, LD10, LR1

Leading knowledge

1. Content Pedagogy - The teacher education candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. INTASC1, T8

Leading skills

1. School and Community Involvement - The teacher education candidate fosters relationships with school colleagues, parents, and agencies in the Christian community as well as the larger community to support students' learning and well-being. INTASC10, LD7, LD5
2. Diverse Learners -The teacher education candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. INTASC3, LD8, LR4
3. Communication and Technology - The teacher education candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. INTASC6, LD2

Leading dispositions

1. Character / Faith Development -The teacher education candidate models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church - Missouri Synod. T7, LD9, LR3

Learning knowledge

1. Depth of Knowledge in Endorsement Area - The teacher education candidate possesses a depth of subject/content knowledge for his/her endorsement as well as knowledge of teaching the faith for the LTD candidate. LR7

Learning skills

1. Reflective Practice: Professional Growth - The teacher education candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. INTASC9, LR2, T9

Learning dispositions

1. Lifelong Learning -The teacher education candidate can articulate the value of lifelong learning and has developed a beginning professional development plan. LR5, LR6, LR8

Stages of Teacher Development

Student teachers are individuals, and as such they come to their student teaching assignments with a variety of concerns and feelings. However, there are some commonalities to be seen in the developmental stages of many student teachers.

1. Anxiety & Euphoria - The beginning phase of student teaching. Questions focus on whether or not the student can succeed and manage students. With early success, they can achieve a great sense of accomplishment. Your encouragement at this time is important.
2. Confusion & Clarity - After assuming small teaching and administrative tasks, the student teacher becomes confused and concerned about the management of the classroom or about the rules of the school. As they begin to spend more time teaching they begin to see the fit between management and teaching. At this time, cooperating teachers can be particularly helpful in explaining the reasoning behind classroom management decisions.
3. Competency & Inadequacy - In this phase, the student teacher begins to “get the hang of it.” They begin to see the gaps and inadequacies in their skills. In this phase, they need constant feedback and encouragement from the cooperating teacher.
4. Criticism & New Awareness - As the student teacher’s confidence begins to build, they view the work of the cooperating teacher in a more critical manner, and they are more able to evaluate themselves more objectively. They become more aware of the hidden dimensions of the classroom and begin to shape the relationships that they have with students. The cooperating teacher’s role in helping student teachers understand appropriate professional interactions with their students becomes important.
5. More Confidence & Greater Inadequacies - As confidence builds, the student teacher may begin to reject suggestions from the cooperating teacher or the university supervisor. They frequently feel they “know it all.” Then, as they continue to observe other teachers in the building, other student teachers, or outstanding faculty, they are struck with the realization that they still have much to learn. Encouraging continued observation of other teachers and discussion of their new insights is helpful.
6. Loss & Relief- The end of student teaching is a mixture of sadness and joy: Sadness at leaving their first classroom and the relationships they have established. Yet, there is considerable relief and joy that this first phase of their training is complete. (Adapted from “Cooperating Teacher’s Guide to Supervising Student Teachers”, College of Education, Eastern Kentucky University, July, 2007)

An Extra Measure of Care

Rarely, a student teacher will demonstrate that he or she is seriously deficient in important skills or attitudes. Sometimes personal problems such as a chronic illness, a new or difficult marriage, financial challenges, insufficient support from significant others, or a compelling need to work outside of the regular school day can have an impact on the quality of the work done by the student teacher. The student teacher may not anticipate the energy that it takes to teach all day, every day or may err in their estimation of time and energy required to meet the corollary demands of the profession. Occasionally, the skill set brought to student teaching may be seriously deficient in one or more significant areas.

When a student teacher needs *early* and *constant* assistance, it is the responsibility of the cooperating teacher and the university supervisor to develop and maintain a more structured experience that can help the student teacher meet the demands of the assignment. Insistence on proper planning, taking time for detailed feedback and the use of specific plans of action become important as the cooperating teacher, university supervisor and student teacher work together so the student teacher masters the skills and attitudes necessary for successful teaching. Problems should be addressed early. Lines of communication between all three parties must be kept open.

If a student teacher demonstrates significant, continuing deficiencies in pedagogic skill, content knowledge, interpersonal relationships or other critical areas, the cooperating teacher and university supervisor should work together with the student teacher to develop and document a Professional Growth Plan (PGP) for the student teacher (Appendix C). The PGP is designed to assist the student teacher by documenting his or her strengths and the areas in need of improvement and then specifying the actions the student teacher will take to address these deficiencies. The PGP can be adapted and revised as needed to meet the specifics unique to the situation.

In the event that problems are not being successfully resolved, the director of the student teaching program should be consulted. The PGP will be used to document both the problems experienced by the student teacher and the actions taken to resolve them. The PGP, in addition to other notes and evaluations, will be used to assist in making a determination of actions to be taken in the case that the student teacher does not achieve minimum competencies in the normal time allotted for student teaching. (See Appendix D).

Responsibilities of the Cooperating Teacher

Welcome & Orientation

The student teacher should have access to basic materials, classroom resources, and publications such as student and faculty handbooks. The cooperating teacher may wish to give the student teacher an overview of the students he or she will meet in addition to sharing significant student concerns which might impact classroom activities. Cooperating teachers should learn about the student teacher's background, training and interests and also be willing to share similar information about themselves. Finally, it is critical that the cooperating teacher foster support for the student teacher amongst faculty and students. (See Appendix A: Cooperating Teacher Checklist, P. 14).

Develop & Coordinate the Student Teacher's Schedule

The cooperating teacher, working with the school administration serves as the primary designer of the student teacher's day-to-day class and teaching schedule. Student teachers should be encouraged to be active in the classroom from the very first day assisting with routine duties and interacting with students. As the student teacher grows in skill and confidence, he

or she can spend increasing amounts of time teaching, and eventually take over classes for the cooperating teacher.

At a *minimum*, student teachers should be expected to teach *at least* a half day of classes every day by the end of ST1. During ST2, student teachers should strive to teach all day, every day for at least three weeks of the experience. Of course, student teachers who demonstrate skills and abilities which allow them to successfully “solo” earlier and more often should be encouraged to do so under the guidance of the cooperating teacher.

Extra-curricular activities are generally NOT to be a priority for student teachers during ST1. The emphasis at this time should be on the mastery of classroom skills. In addition, the demands of ongoing coursework at the university make extracurricular activities very difficult during ST1. A clear exception which would require student teacher participation would include extracurricular activities which are included as a routine part of a class, e.g., band students playing at home football games. As a general rule, if students are *required* to be at an event as a result of their enrollment in a class, the student teacher should also participate in these required activities. In addition, student teachers who demonstrate successful classroom teaching and who can participate in these activities without impacting their teaching or coursework may do so with the consent of the cooperating teacher and university supervisor. During ST2, more emphasis is placed on helping the student teacher develop a broad-based experience which includes extracurricular activities and other professional experiences commonly expected of teachers.

Lesson Plan Monitoring

Written lesson plans are a **MUST** for all student teachers during both ST1 and ST2. A suggested form for lesson plans is included in this handbook (see Appendix E) and on the Concordia Student Teaching Website (www.cune.edu/st), but student teachers and cooperating teachers have great latitude in the actual format of the plan used. Most importantly, the student teacher should not be allowed to teach classes without clearly demonstrating adequate preparation. The cooperating teacher should review, critique and discuss the student teacher’s plans prior to their use in class. As the student teacher demonstrates more and more successful experience in the classroom, the lesson plan can include less written detail, but *should never be completely omitted*. Student teachers should be encouraged to include written reflective comments after each lesson plan is executed to gain greatest benefit from the planning process. These lesson plans and the reflection comments will be shared with the university supervisor and/or the program director.

Observation

Cooperating teachers should expect to spend considerable time in both formal and informal observation of the student teacher. Co-ops are encouraged to make frequent formal observations and to share their written notes and comments with the student teacher. Several options exist for recording details of the observation (Appendix F) or the co-op can devise documentation of their own. Observation notes should record both strengths and concerns and report these to the student teacher. Especially in cases where the student teacher is experiencing a lack of success in the classroom, these notes and comments can be critical in helping develop a Professional Growth Plan for the student teacher.

Communication

Of all the tasks assumed by the cooperating teacher, communication is probably the most critical. The student teacher should receive specific verbal feedback on a daily basis with time set aside for discussion of the student teacher’s daily activities. Written feedback in the form of formal observations and evaluations should also be given on a regular basis. When doing an observation, the cooperating teacher may find the Site Visit Report (Appendix G) used by university supervisors, to be an efficient way to provide written feedback.

The cooperating teacher is also responsible for communicating with the university supervisor. Normally the university supervisor and cooperating teacher can communicate during the university supervisor's routine visits, but earlier and more frequent communication is indicated if problems develop.

Evaluation

One of the most critical roles of the cooperating teacher is that of evaluator of the student teacher's progress and competence. Cooperating teachers are asked to complete a preliminary evaluation early in the student teaching experience as an indicator of the cooperating teacher's first impressions regarding the student teacher. As the student teacher grows in experience, the cooperating teacher is expected to share his or her honest evaluation with the student teacher with the goal of helping the student teacher improve in his or her professional performance in the classroom. Cooperating teachers are expected to complete more detailed evaluations at the mid-point of the ST1 experience and again at the end. There is a 5 point scale and rubric included on the evaluation forms but interpretation and application of the specific scales is left to professional judgment of the cooperating teacher.

Spiritual Life & Religion

Almost all Concordia student teachers will spend at least part of their student teaching experience in a public school and part in a parochial school. The manner in which a cooperating teacher deals with issues related to religion and spiritual life depends upon the type of school in which the student teaching experience occurs. As a Lutheran university, many Concordia student teachers come from a background which includes experience in Lutheran schools and churches. However, many of Concordia's students come from a public-school-only background and many others may not be members of the Lutheran church.

In a Public School:

Concordia student teachers are expected to comply with ALL policies and practices of the cooperating school, especially those regarding the discussion of religion and issues related to spiritual life. Cooperating teachers are encouraged to inquire about the student teacher's church membership if they are comfortable in doing so and to engage in private discussion about spiritual issues with the student teacher to the extent allowed by the school's policies. Spiritual life is a very important consideration in the lives of many Concordia students and conversations about the subject will help the cooperating teacher in getting to know the student. It is also true that some Concordia students may have had little or no experience in a public school. As a result, they may be unsure about how to handle religious or spiritual topics when they come up in the classroom and so the guidance of the cooperating teacher is particularly important in this area.

In a Lutheran School:

Students in the Lutheran Teaching Diploma (LTD) program must be members of the LC-MS to receive the diploma. Other student teachers may have a different religious background. All Concordia student teachers, including those not in the LTD program, should be encouraged to make the sharing of their personal faith a daily part of classroom routine. Faith integration lies at the heart and soul of every Lutheran school and should occupy a major topic of discussion between student teacher and cooperating teacher. Cooperating teachers are encouraged to help the student teacher lead classroom and faculty devotions as appropriate and to pray with and for the student teacher on a regular basis.

In Other Parochial or Private Schools:

The cooperating teacher and the student teacher should have an open and honest discussion about personal faith and the policies and practices of the school in which the student teaching occurs. Student teachers are expected to comply with school policies. Concordia student teachers should be excused from teaching religion classes if they are not members of the church denomination sponsoring the school. If the student teacher is a member of the sponsoring denomination (e.g. a Roman Catholic Concordia student in a Roman Catholic school) the student teacher may teach religion classes at the discretion of the cooperating teacher and the school administration. Cooperating teachers are encouraged to engage the student teacher in an ongoing discussion of spiritual life and values as this is an excellent manner in which to more deeply understand the motivations of the student teacher.

Responsibilities of the University Supervisor

Liaison

The university supervisor is first and foremost a liaison between Concordia University and the cooperating teacher and administration of the school where the student teacher is assigned. As a liaison, the university supervisor should be familiar with university policies and practices and is responsible for assuring that these policies and practices have been communicated to the cooperating teacher(s). The university supervisor should be prepared to answer questions about minimum standards, common practices and should be prepared to consult with the cooperating teacher and student teacher about the details of the experience as they work themselves out on a day-to-day basis. In the case that a student teacher is having a less-than-successful student teaching experience, the university supervisor is responsible to see that a functional, realistic Professional Growth Plan (Appendix C) is written that will help the student teacher develop needed skills. The consultation and evaluation of the university supervisor, like that of the cooperating teacher, will be a major factor in determining the final grade for the student teacher. (See Appendix B: University Supervisor's Checklist, p.15).

Confidant and Advisor

The university supervisor also serves as confidant and advisor to the student teacher. Especially when the student teacher is feeling less-than-successful, the insights and experience of the university supervisor can serve to help the student teacher decide on an effective course of action. Especially in the case of conflict between the cooperating teacher and the student teacher, the university supervisor's role can be critical in helping maintain a positive working relationship.

Spiritual Support and Prayer

Participants in Concordia's student teaching program are commonly young adults for whom student teaching represents their first professional experience. Almost all of these Concordia student teachers will complete at least a part of their student teaching experience in a public school where the open discussion of religious values and spiritual issues may not be considered appropriate. The cooperating teacher may have a reluctance to discuss these issues and so there is a chance that the university supervisor will be the primary source of feedback and discussion regarding issues related to religion and spiritual life in the public school. The university supervisor is encouraged to pray for the student teacher and to maintain an awareness of the student teacher's spiritual "health" as they meet the challenges of student teaching.

Occasionally, university supervisors are called upon to work with older, more experienced individuals in recertification programs or other non-traditional programs. In these cases, the university supervisor is called to use personal judgment regarding the appropriateness of discussion of religious and spiritual issues with the student teacher.

Evaluation

A critical role of the cooperating teacher is that of evaluator of the student teacher's progress and competence. University supervisors complete a brief evaluation of the student teacher after each of two site visits. As the student teacher grows in experience, the university supervisor is expected to share his or her honest evaluation with the student teacher with the goal of helping the student teacher improve in their professional performance in the classroom. University supervisors are expected to complete a more detailed evaluation at the end of the ST1 experience. There is a 5 point scale and rubric included on the evaluation forms but interpretation and application of the specific scales is left to professional judgment of the university supervisor.

Required Documentation

The cooperating teacher and university supervisor are required to complete the following documentation for each student teacher. Due dates are listed according to the number of weeks the student teacher has been in the program (Remember, in ST1, Week 1 is spent in workshops at Concordia. In ST1, student teachers first arrive at their schools at the start of Week 2.) Due dates are approximate and may be adjusted to fit the unique needs of the specific situation. Examples of each of these forms are included in the appendix of this manual.

Form	Completed by	Due
Quick Evaluation Form (Appendix H)	Co-op	End of Week 2
Site Visit Report (Appendix G)	Univ. Supv.	After each observation (2 minimum)
Student Tchr. Evaluation (Appendix I)	Co-op, Univ. Supv.	End of Week 4, End of Week 8 (both ST1,ST2)
Student Tchr. Evaluation (Appendix I)SPED/EC	Co-op, Univ. Supv.	End of Week 5, End of Week 10, Week 6 Ele.

The Quick evaluation and the Site visit report should be forwarded by email as an attachment to the program directors upon completion. A full set of the Site Visit Reports and the final Student Teaching Evaluation **with signatures** will need to be forwarded to Brenda Topil in the student teaching office at the end of the experience.

Elementary forms sent to Shanna.Opfer@cune.edu

Middle level forms sent to Beth.Pester@cune.edu

Secondary forms sent to Kevin.Kromminga@cune.edu

Other forms may be required to be completed by the student teacher that may require the signature of the cooperating teacher or the university supervisor. These forms are not included in this list.

Additional Documentation

In addition to the required documentation listed above, the student teaching website (www.cune.edu/st) includes forms for use in formal observation and copies of materials needed to complete a Professional Growth Plan should one be required. Other information which may be helpful is also included.

Recommended Activities for Student Teachers

This list of activities is presented to assist cooperating teachers in preparing a program of experiences for the student teacher that will encompass a variety of professional activities.

- Observe the cooperating teacher
- Locate and operate electronic and other media
- Become familiar with materials the class has studied before the student teacher arrived
- Study school handbooks for teachers and students
- Assist with out-of-class activities
- Attend all school activities
- Plan classroom decorations and displays
- Attend parent conferences
- Experiment with a variety of teaching strategies
- Take attendance and manage other class routines
- Become familiar with the local community

- Learn student names
- Become familiar with the school library
- Acquaint themselves with the operation of the office
- Become familiar with guidance and other services
- Locate new instructional materials for use in class
- Meet/observe faculty from other subjects/grades
- Work one-on-one with students or small groups
- Attend faculty & professional meetings
- Supervise study halls and lunchrooms
- Prepare, administer and grade exams
- Keep a record of student work and grades
- Lead devotions or discussions among faculty.

Other General Information

Attendance and Absences

Student teachers are expected to be in attendance *every day* of their student teaching experience. If illness or extreme circumstances prevent the student teacher from going to school, the student teacher must contact the cooperating teacher and field experience office *before the beginning of the school day*. In the case that the university supervisor is scheduled for a visit, the student teacher should also attempt to contact the university supervisor or seek assistance from the Student Teaching Office in making that contact.

Student teachers are to be held responsible for all lessons assigned to them for that day and should be expected to deliver appropriate lesson plans and materials for whomever it is that serves as substitute.

During ST1, student teachers will have methods courses and seminars that will have an impact on the time that student teachers arrive at school. These vary by program and semester but usually follow these general times:

Elementary student teachers: Methods classes at Concordia in the AM (Mon-Tuesday) all 8 weeks of ST1 until 9:20 AM. Arrive at school site after class and travel time. Student teachers report for full days on Wednesdays, Thursdays and Fridays.

Secondary student teachers: Methods classes until 9:20 AM during Weeks 1-3 of ST1. Arrive at school after classes and travel time. During Weeks 4-8, student teachers should be expected to maintain the same arrival and departure times as regular faculty.

During ST2, all student teachers are expected to follow the procedures of their assigned school for arrivals and allowable departure times.

Extended or excessive absences may require that the student teaching experience be extended to compensate for lack of time in the classroom. *Excessive absences or unexcused absences, especially if the student teacher fails to notify the cooperating teacher and the Field Experience Office, can be cause for the termination of the student teaching assignment and a failing grade.* Instances of unexcused absences or excessive absences should be brought to the attention of the university supervisor or the university Program Director as soon as possible.

Allowable Absences

Illness: Cooperating teachers can be of significant assistance in helping a student teacher understand when it is appropriate to stay away from school because of illness. This should be discussed in the very beginning of the student teaching experience. In the case of serious illness with extended absences, consideration may be given to extending or repeating the student teaching assignment at a later date.

Bereavement: The university supervisor or Student Teaching Office will contact the cooperating teacher in the instance that a student teacher experiences a death in his or her immediate family. The university supervisor and cooperating teacher will work together to see that the needs of the bereaved are met with sensitivity and Christian care while maintaining appropriate professionalism.

On-Campus Seminars: During Student Teaching 1, student teachers may be required to attend seminars at the university which may take them out of school for a day. These dates will be communicated to the cooperating teachers and university supervisors as they are developed.

Professional Interviews. Students will often be contacted for position openings during Student Teaching 2. Student teachers are allowed two (2) days for school visitation and must notify the program director.

Other Pre-planned Absences. Student teachers who have other personal situations requiring an absence from school should seek approval from both the cooperating teacher and the university supervisor or program director. Student teachers should be held accountable for planning for classes that they would normally teach during their absence.

Appearance & Conduct

Appropriate dress and conduct is expected of all Concordia student teachers. Student teachers should be expected to adhere to all the rules which apply to the rest of the faculty in the school. Likewise conduct should be exemplary and appropriate for a professional educator. Issues with inappropriate dress or conduct should be first addressed with the student teacher and then reported to the university supervisor. *Gross violations of expected standards of conduct can be cause for discontinuation of the student teaching assignment and the receipt of a failing grade by the student teacher.*

Calendar & Make-Up days

Student teachers are expected to give priority to the calendar of the school in which they teach, especially as regards holidays and breaks from school. This includes additional days which may be added to compensate for lost time due to inclement weather. In the rare case that a student teacher loses more than 2 weeks due to weather or other unforeseen circumstances, the program director should be consulted to discuss options for compensating for the lost time.

“Solo” Teaching

Deciding when a student teacher is ready to “solo” is a judgment call left to the discretion of the cooperating teacher. In general, it is best for the cooperating teacher not to leave the classroom until he or she is confident that the student teacher can handle the teaching assignment that has been planned. The cooperating teacher is encouraged to gradually lengthen the time away from the classroom as the student teacher demonstrates proficiency with various aspects of planning, pedagogy and class management.

During ST1, the minimum goal is for the student teacher to teach at least half of a full-day schedule for 2 weeks with minimal intervention from the cooperating teacher. During ST2, student teachers should seek to teach a full-load of classes for approximately 3 weeks by themselves. It is left to the professional judgment of the cooperating teacher in consultation with the university supervisor to accelerate this schedule in response to demonstrated abilities on the part of the student teacher. For those that can capably handle more teaching at an earlier time, the additional teaching experience builds confidence and is of great benefit to the student teacher.

Outside Activities

Professional Conferences: Concordia University will cover costs for professional conferences and workshops required of all faculty at the school that occur during the student teacher’s assignment to the school. In addition, especially during ST1, conferences may be scheduled by Concordia University which require the student teacher’s attendance. Every effort will be made by the university supervisor and program director to communicate these dates in time for adequate planning.

Extra-curricular activities: Extracurricular activities and community/parish activities are not considered to be an integral part of the ST1 experience. During ST1, student teachers will be involved in a demanding schedule in addition to their teaching duties which will require their

full attention. During ST2, the student teachers are expected to become involved in extracurricular activities or in community/parish activities in a manner consistent with the expectations of the rest of the faculty.

Child Abuse

Student teachers are considered mandated reporters of known or suspected child abuse. Student teachers should inform the cooperating teacher and university supervisor or any known or suspected child abuse and follow procedures established by the school administration.

Transporting Students

Under no circumstances should a student teacher use his or her personal vehicle, or serve as the driver of any other vehicle, to transport children of the school and/or congregation in which they are student teaching.

Appendices

- A. Cooperating Teacher Checklist
- B. University Supervisor's Checklist
- C. Professional Growth Plan
- D. Guidelines for Working with Student Teachers Who May Not Achieve Minimum Competencies
- E. Basic Form for Lesson Planning and Lesson Plan Scaffold
- F. Classroom Visit Documentation Options: Observation Forms (Anecdotal, Outline & Checklist)
- G. University Supervisor Site Visit Reports for ST I and ST II
- H. Quick Evaluation
- I. Student Teacher Evaluation

Cooperating Teacher Checklist

- Orient the student teacher to the building, facilities, time schedules, normal classroom duties, and standard operating procedures.
- Introduce the student teacher to the class(es) as a pre-professional teacher.
- Have the student teacher observe you as well as other teachers during the first few days.
- Get the student teacher involved in class immediately. By day three, the student teacher should teach at least part of a lesson.
- Tell the student teacher exactly what is expected of him or her.
- Decide with the student teacher which units he or she will be responsible for during student teaching. Include information about texts, the course outline and available resources.
- Orient the student teacher to the rules, policies and procedures of the school, both formal and informal.
- Plan a tentative teaching schedule with the student teacher. Provide ample lead time for adequate preparation by the student teacher, including time for review of lesson plans required for every lesson.
- Check the student teacher's lesson plans thoroughly. Add notes and comments as needed.
- Offer suggestions to the student teacher regarding methods and techniques of teaching, leading and learning.
- Allow and encourage the student teacher to use some of his/her own methods and techniques for teaching.
- Assist the student teaching in developing a plan for student grades and evaluation.
- Listen to the student teacher's ideas and concerns.
- Observe the student teacher regularly and discuss planning, management and teaching strategies as they are developed by the student teacher.
- Encourage the student teacher to become involved in extracurricular and parish/community activities as classroom tasks get easier and methods classes come to an end.
- Be supportive, but be honest in your comments about the student teacher's skills. Discuss evaluation forms together.
- Confer with the university supervisor as needed. Use e-mail, phone or personal visits.
- Complete and return necessary forms in a timely manner.

University Supervisor's Checklist

- Communicate with student teachers to set up supervision visits and schedules.
- Read and respond to regular weekly reports submitted by student teachers.
- Consult with the cooperating teachers regarding the progress of the student teacher throughout the student teaching experience.
- Make sufficient visits to each student teacher to ensure adequate supervision and evaluation. Some student teachers may require more than the usual number of visits. (ST1: minimum of TWO visits, ST2: minimum of THREE visits.)
- Conduct a conference with the student teacher after each observation, Share your evaluation.
- Meet together with student teacher and cooperating teacher to discuss issues of mutual concern.
- Be available to consult with cooperating teachers as needed.
- Understand and use the Professional Growth Plan (PGP) if the student teacher demonstrates significant and compelling deficiencies.
- Complete a written record of your observations as you watch the student teacher in action.
- Complete a "Site Visit Report" after every classroom observation.
- Complete the final Student Teaching Evaluation at the end of the student teaching experience.
- Become acquainted with the principal and discuss his or her impression of the student teacher.
- Provide spiritual support and prayer for the student teachers.

Guidelines for Using the Professional Growth Plan (PGP)

Purpose of the PGP

The PGP is designed to guide professional growth by documenting the student teacher's strengths and areas in need of improvement. It describes the specific actions a student teacher will take to address these areas in need of improvement. Working together as a student teaching team, the cooperating teacher, the university supervisor and student teacher use the PGP to guide the actions of the student teacher and to serve as a source of documentation for skill improvement.

Cooperating teachers and university supervisors are encouraged to use a PGP in those instances where there are significant, compelling deficiencies in the skills demonstrated by a student teacher. Lack of growth in these areas may be cause for the student teacher to repeat the student teaching experience, or in extreme cases, may be cause for failing student teaching.

Organization of the PGP

On the first page of the PGP below the spaces for identifying information are two sections which should be completed by the student teaching team. Information included in the PGP should be based upon documented observations of the student teacher. Documentation of observations, conferences with the student teacher and subsequent evaluations should be kept along with the PGP.

Student Teacher Strengths: In this section, describe the strengths of the student teacher. Specific skills should be used that are included in the "Concordia University Conceptual Framework", (Pp. 3-5) in the Supervisor's Handbook.

Areas for Professional Growth: In this section, carefully describe the aspects of the student teacher's performance which need to be addressed to improve the student teacher's effectiveness in the classroom. Priority Areas are areas of greater importance which, if not addressed, may jeopardize the student teacher's chances for a successful student teaching experience. Again, specific skills should be tied to the "Concordia University Conceptual Framework", (Pp. 3-5) Supervisor's Handbook.

The second page (and additional pages, if necessary) documents the Action Plan for Professional Growth. Each part of the Action Plan includes four sections:

Area for Growth: In this area, enter a specific item from the "Areas for Professional Growth" from the first page of the PGP.

Actions for Growth: Include specific actions that the student teacher will utilize to help develop the skills required for successful student teaching.

Outcomes Demonstrating Growth: Assuming a successful course of action, what evidence will there be that demonstrates the growth of the student teacher?

Timeline for Evaluation: This section includes specific information concerning the duration of the actions for growth and any deadlines for improvement which may be specified in the PGP. This may also include a schedule for additional observations and feedback sessions by the cooperating teacher and university supervisor, or other individuals as specified in the plan.

Process for Developing the PGP

The Professional Growth Plan can be initiated by either the cooperating teacher or the university supervisor but in every case, both individuals should be involved in developing the plan with the student teacher. This committee of three (cooperating teacher, university supervisor and student teacher) should work together to develop a plan which will help the student teacher attain necessary skills for teaching. The director of the student teaching program can also be invited to

be involved in developing the plan, if necessary. The university supervisor is responsible for communicating with the program director about the implementation, progress and evaluation of the plan.

A PGP should be seen as an ongoing plan for improvement for the student teacher. It should be individualized for the student teacher and may be extended or revised at the behest of the student teaching team to meet the growth needs of the student teacher.

Once the initial PGP has been completed, results and evaluations should be reported to the director of the student teaching program by the university supervisor. Copies of the PGP and supporting documentation should be given to the student teaching program director.

Final Disposition

At the conclusion of the activities specified in the PGP, the cooperating teacher and university supervisor can:

- 1) Verify that the student teacher has accomplished the goals of the PGP and that no further action is required.
- 2) Recommend that the PGP be extended for additional time, including the possibility extending a plan developed during ST1 into ST2.
- 3) Recommend that the PGP be revised to accommodate changes in the student teacher's situation.
- 4) Recommend that the student teacher repeat the student teaching program to allow for extended time for additional skill development.
- 5) Recommend that the student teacher receive a failing grade for student teaching and/or that the student teaching experience be discontinued.

A final decision regarding the options above will rest with the student teaching program director in consultation with other program directors, the department chair and the dean.

Important Reminders

Areas for Professional Growth should be clearly linked to the skills specified for teachers in the Concordia University Conceptual Framework.

Documentation supporting the causes for implementation of the PGP should be shared with the student teacher and kept on file with the PGP. Additional documentation regarding conferences with the student teacher, subsequent observations, and data relative to the *Actions for Growth* and *Outcomes Demonstrating Growth* should also be retained.

Professional Growth Plan

Appendix C (continued)

Student Teacher _____ School _____

Date _____ Grade Level(s) & Subject(s) _____

Cooperating Teacher _____ Univ. Supervisor _____

Strengths of the Student Teacher

(Based on skills related to the Concordia Conceptual Framework for Education)

Areas for Professional Growth. *(Mark PRIORITY AREAS with an asterisk. *)*

(Based on skills related to the Concordia Conceptual Framework for Education)

Signatures of Participants

Student Teacher

Cooperating Teacher

University Supervisor

Other (Title)

Other (Title)

Other (Title)

Action Plan for Professional Growth

Student Teacher _____ School _____ Date _____

Area for Growth: Enter a specific item from the “Areas for Professional Growth” from the first page of the PGP.

Actions for Growth: List specific actions that the student teacher will utilize to help develop the skills required for successful student teaching.

Outcomes Demonstrating Growth: Assuming a successful course of action, what evidence will there be that demonstrates the growth of the student teacher?

Timeline for Evaluation: Give specific information concerning the duration of the actions for growth and any deadlines for improvement. Include a schedule for additional observations and feedback sessions by the cooperating teacher and university supervisor as needed.

Signatures of Participants

_____ Student Teacher	_____ Cooperating Teacher	_____ University Supervisor
_____ Other (Title)	_____ Other (Title)	_____ Other (Title)

Guidelines for Working with Student Teachers Who May Not Achieve Minimum Competencies in the Normal Time Allotted for Student Teaching

1. A student who at the end of Student Teaching I does not demonstrate the competencies required to move to the next level of student teaching or a student who at the end of the Student Teaching II experience does not demonstrate the competencies required of a beginning teacher is considered an “unsuccessful student teacher”. This determination is made by the student teaching director of the program in which the student teacher is experiencing difficulty, based upon recommendations from the university supervisor and the cooperating teacher(s).
2. Such a student may be given an “F” or “Incomplete” or be encouraged to “Withdraw”, depending upon the specific situation:
 - A. Failing grade- given if the student is negligent in meeting the basic requirements (attendance, planning, follow through, willing to take criticism and act upon it).
 - B. Incomplete - given if the student made a good faith effort, accepted criticism and attempted to act upon it, and showed sufficient progress to suggest that with some additional time in the classroom, minimal competencies could be achieved. The student teaching director will determine the dates and location where additional student teaching will be done in order to remove the Incomplete.
 - C. Withdraw - encouraged when the student is well into the experience and finds that he/she is not a good candidate for the education profession or if the candidate lacks a number of characteristics essential to being a successful teacher. By withdrawing, the student can change degrees or drop an added endorsement without incurring an F in student teaching.
3. If a student teacher in Student Teaching I begins very weak, but demonstrates significant growth under specific intense guidance from the cooperating teacher and university supervisor, the student may proceed to Student Teaching II upon the joint decision of the directors involved. Special requirements such as meeting specific terms of a contract or change of assignment may be made at the Director’s discretion.
4. Students who have not achieved the competencies established for their Student Teaching experience may with the approval of the Director and the Dean of the College be given an extended experience. An “Incomplete” will be noted on the student’s record until the extended experience is completed. (This is intended for Student Teaching I and Student Teaching II.)
5. The work required to remove an “Incomplete” must be completed during school hours in a cooperating school when and where an appropriate classroom is available. It cannot be done on the student’s “own time”. Therefore a waiver of the Incomplete Policy, which requires that “Incompletes” be removed by the middle of the next semester normally, will be granted. The Director, with the approval of the Dean of the College of Education, will determine the place, time, and length of the extended experience.
6. Students who do not achieve satisfactory completion of the extended experience may, with the approval of the Director, petition to “Withdraw”. If the student is allowed to withdraw, a “W” will be recorded on the official transcript for the Student Teaching Experience
7. Normally the student teacher will be expected to live off-campus or with a host family. Permission to live in the residence halls must be received from the Dean of Student Services if the student teacher wished to live on campus. The student is responsible for the costs of room and board if on campus or if with a host family. The student will be billed for the administrative and supervisory costs of the extended experience. The actual costs are to be determined and specified as part of the extended experience agreement.
8. A student teacher may appeal the grade received by following the steps outlined in Faculty Policy 2.381. A student teacher may appeal removal from student teaching by following the steps outlined in “Teacher Education Admission and Retention Policy and Procedures” in the Teacher Education Handbook. (Also found in Faculty Policy 2.400.)

Lesson Plan Template (Long Form)

Student Teacher's Name _____ Grade Level _____

State Standard _____ Subject _____

Name of Lesson _____ Period/Time _____

I. Goal:

II. Objectives:

III. Adaptations for Diverse Learners

IV. Faith Integration (parochial) Values Integration (public)

V. Materials:

VI. Procedure:

A. Set / Hook

B. Transition

C. Main lesson

D. Transition

E. Conclusion

VII. Assessment:

VIII. Assignment:

IX. Self Evaluation: (On Back)

X. Coop's Comments: (On Back)

The Basic Lesson Plan Scaffold (Long Form)

Appendix E (continued)

The LONG FORM of the Basic Lesson Plan is for novice student teachers and is intended as a bridge to a more abbreviated form which becomes available as the student teacher demonstrates growth in planning and executing lessons. Use these questions to remind you of important concepts you have learned about planning for effective instruction.

I. Goal: (What will you teach? What will the students know when finished?)

II. Objectives: Check to see that you have included the four criteria of a behavioral objective:

- A. It is a statement or thought about the behavior of the LEARNER rather than the teacher.
- B. It is a statement or thought about OBSERVABLE BEHAVIOR rather than vague and unseen improvement.
- C. It includes the precise CONDITIONS under which the learner's behavior will be demonstrated and evaluated.
- D. It includes the STANDARDS for the specific behavior expected by the teacher.

Example: *When presented with a written list of ten phonetically regular words, the students will pronounce them out loud with 90% accuracy.*

Be certain that you have written an objective, not a description of an activity.

III. Adaptations for Diverse Learners: Don't just say "Give them half as many questions..." Think about those special students in your class and how you will adapt your instruction to meet their unique needs. This should figure into planning ALL phases of your lesson from "Materials" to "Assessment" and "Assignment".

IV. Faith Integration / Values Integration: Student teachers should explore ways to integrate the faith during lesson conception. Most public schools have a set of core values that they want to instill in their students. Student teachers should discuss these with their coops for lesson implementation.

V. Materials: Include a list of everything needed for the lesson--both for you and the students.

VI. Procedure: Methods, steps to be followed, grouping, etc.

- A. Set induction: The introduction, how you get their attention? What pre-lesson assessment might you use?
- B. Transition (a bridge from the first part of the lesson to the next)
- C. Main lesson
- D. Transition
- E. Conclusion

VII. Assessment: Method, tool, grading system used to assess student learning.

VIII. Assignment: Directions, student expectations.

IX. Self Evaluation: Good teachers are reflective teachers. What went well? What didn't?

X. Coop's Comments: Good teachers listen to constructive feedback.

Observation Record: Anecdotal

Student Teacher: _____ Date _____ Time _____

Observer _____ Grade _____ Subject _____

*Use the space provided to record your observations and descriptions of class activities and interactions.
Direct quotes can be helpful. You may also use the back of this sheet as necessary.*

Observation Record: Outline

Student Teacher: _____ Date _____ Time _____

Observer _____ Grade _____ Subject _____

Instructions: As you observe in the classroom, write the elements of the lesson which fit under the categories below. A description of each category is given.

1. **Anticipatory Set** - *In every lesson, the teacher provides initial motivation and focus for the lesson. Key words: Alerting, Relevance, relationships (to prior lessons) meaningfulness, etc.*
2. **Objective(s)** - *The teacher specifies the behaviors the students will be expected to perform. How do the students know what they are expected to do and learn?*
3. **Teacher Input** - *The teacher provides information to students to help them accomplish the objectives of the lesson.*
4. **Checking for Understanding** - *Throughout the lesson, the teacher checks to make sure that students understand the concepts being taught.*
5. **Guided Practice** - *Under the guidance of the teacher students are given the opportunity to practice the expected skill or behavior.*

(Over)

6. Independent Practice *Students independently exhibit the behaviors or skills set out in the objectives.*

7. Closure *The teacher reviews what has been accomplished in class and sets the stage for future learning.*

8. Additional Notes

Student Teacher:

University Supervisor:

Date:

	Low			High		COMMENTS
	1	2	3	4	5	
1. Teaching personality – enjoys teaching						
2. Pleasant demeanor – smile, spontaneous, enthusiastic						
3. Positive or comfortable relationships in classroom						
4. Comfortable learning atmosphere initiated and/or maintained						
5. Planning and lesson preparation						
6. Teaching style – student participation						
7. Voice quality and projection						
8. Personal appearance, poise, posture, clothes, grooming						
9. Sense of humor						
10. Communication – grammar, English usage, spelling, clarity						
11. Use of visual aids – chalkboard, overhead, text, handouts						
12. Use of AV resources, library, etc.						
13. Ability to question effectively – open ended, different levels						
14. Knowledge of students – names, abilities, needs						
15. Handling of routine procedures						
16. Classroom control – discipline						
17. Understanding and acceptance of students						
18. Provides for individual differences						
19. Self-confidence – focus on learner not self						
20. Ability to evaluate student progress objectively						
21. Able to evaluate self and make adjustments						
22. Communicate at the student level						
23. Motivates students to learn and work						
24. Assists students to assume responsibility and self-discipline						
25. Anticipates behavior problems and prevents them						
26. Integrates the Faith / Character Development						
27. Overall rating of lesson						

Student Teaching I University Supervisor Site Visit Report

Student Teacher _____

Visit Date _____

Visit # 1 ☐ #2 ☐

Cooperating School _____

City _____

State _____

Cooperating Teacher(s) _____

Subject _____

Grade Levels

Length of Visit

A. Classroom Teaching Skills	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
B. Classroom management and discipline	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
C. Relationships with students and faculty	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
D. Response to constructive Criticism & coaching	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice

Conferences were held with Cooperating Teacher: _____, Principal : _____

Specific Strengths

Concerns

Overall evaluation at this time

Pass with Enthusiasm

☐ 5

☐ 4

Pass

☐ 3

☐ 2

Fail

☐ 1

Supervisor's Signature

Please submit one copy to the Student Teaching office and retain one for your supervisor's file.

Student Teaching 2 University Supervisor-Site Visit Report

Student Teacher ____

Visit Date ____

Visit # 1 ☐ 2 ☐ 3 ☒

Cooperating School ____

City, State ____

Grade Level ____

Subject(s) ____

Length of Visit ____

A. Classroom Teaching Skills	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
B. Classroom Management & Discipline	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
C. Relationships w/ students & faculty	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
D. Response to constructive criticism/coaching	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
E. Participation in co-curricular activities	<input type="checkbox"/> 5 Proficient	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Novice
F. Housing arrangements	<input type="checkbox"/> 5 Excellent	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1 Deficient

Conferences were held with

(Cooperating teacher(s))

(Principal or other admin)

Specific strengths of this student teacher:

Concerns:

Recommendation

Pass with Enthusiasm

☐
☐

Pass

☐
☐

Fail

☐

Supervisor's Name ____

Supervisor's signature (Not required for electronic submission)

Student Teaching: Quick Evaluation

Name of Student Teacher _____ Date _____

Cooperating Teacher _____ School _____

This form is intended to portray a “snapshot” of your initial evaluation of this Student Teacher on the eight areas listed below. Please circle a number to indicate your impression at this time. Additional written comments may be included on the back of this sheet.

5 Proficient in this skill	4 Well developed skills	3 Basic skills	2 Needs significant work in this area	1 Unskilled, a deficit.
----------------------------------	-------------------------------	-------------------	---	-------------------------------

- | | |
|-------------------|---|
| 5 - 4 - 3 - 2 - 1 | 1. Punctuality: (Student teacher is on time.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 2. Appearance: (Student teacher’s dress is professional.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 3. Classroom management: (Shows an understanding of basic management skills.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 4. Classroom discipline: (Shows an understanding of basic discipline skills.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 5. Relationships with students: (Is learning names and building rapport.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 6. Collegiality: (Relationships with professional staff.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 7. Safety: (Understands school emergency plans, fire exit and emergency routes, etc.)
<i>Comments:</i> |
| 5 - 4 - 3 - 2 - 1 | 8. Overall professional performance.
<i>Comments:</i> |

Cooperating Teacher Signature

Date

Univ. Supervisor Signature

Date

Student Teacher Evaluation

Student Teacher
School
Cooperating Tchr.

Dates Taught
City, State
Univ. Supv.

Check one of each:

- ☐ **Student Teaching 1**
☐ **Student Teaching 2**

Check one of each

- ☐ **Mid-Term Evaluation**
☐ **Final Evaluation**

University Program: Check ONE only

- ☐ **Early Childhood** (Ages taught _____)
☐ **Elementary Education** (Grades taught _____)
☐ **Middle Level** (Subjects taught _____)
☐ **Secondary** (Subjects taught _____)
☐ **K-12** (Subjects taught _____)
☐ **Other:** (_____)

Evaluator
Evaluator Phone

Evaluator E-mail
Date this Evaluation

Directions

The items below are developed on the basis of the College of Education Conceptual Framework and describe desirable characteristics of a Student Teacher as **teacher, leader and learner**. Your ratings on this form represent your professional judgment of the Student Teacher's skills and abilities at this point in his or her student teaching experience. Rate the student teacher from 5 (Outstanding) to 1 (Inadequate), by checking a box for each characteristic. If the question is not applicable, mark NA.

NOTE: FINAL EVALUATIONS become a part of the student teacher's permanent credential file. As part of the credential file, it may be reviewed by potential employers and calling bodies. Please fill out form electronically, print and sign.

5	4	3	2	1	NA	Teaching
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Lesson plans are completed in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Lesson plans are realistic and developmentally appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Lesson plans reflect an understanding of curriculum scope and sequence.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Uses a variety of instructional strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Uses an interdisciplinary approach appropriately.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Uses questions skillfully when guiding instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Instills in students a spirit of inquiry.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Varies use of instructional materials.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Demonstrates creativity in teaching.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Ongoing assessment of learning is a routine element in instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Creates a positive, well-managed classroom atmosphere.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Utilizes teaching time efficiently.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Properly manages physical conditions in the classroom.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Teaching reflects understanding of professional knowledge and research.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Lessons and activities are developmentally appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Assists students to develop self discipline.

Student Teacher:

5 4 3 2 1 NA

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Comments:

Teaching (Continued)

17. Integrates Christian faith and values in content and process. (Parochial schools.)

18. Integrates basic values in content and process. (Public schools.)

19. Summative assessments are useful and appropriate.

5 4 3 2 1 NA

☐ ☐ ☐ ☐ ☐ ☐

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Comments:

Leading

1. Demonstrates thoughtful decision-making.

2. Oral and written communication presents a positive model for students.

3. Communicates effectively with students.

4. Communicates with parents in a timely manner.

5. Lessons demonstrate an understanding of curriculum design and development.

6. Willingly initiates consultation and collaboration with others.

7. Actively seeks constructive criticism.

8. Articulates a clear vision of Lutheran/Christian education. (Parochial Schools)

9. Articulates a clear vision of public education. (Public schools)

10. Directs activities of groups effectively.

11. Develops effective teacher/student relationships.

12. Willing to be involved in school/parish activities.

13. Presents a positive Christian role model to students.

14. Give clear witness to a personal faith in Jesus Christ.

15. Communicates the belief that he/she is called to the mission of teaching.

16. Available technology is well integrated into student learning activities.

17. Demonstrates sensitivity to issues of cultural diversity.

18. Creates educational opportunities that facilitate success of all students.

19. Provides activities designed to expose students to diverse views.

Student Teacher:

5	4	3	2	1	NA	Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Demonstrates a willingness to grow professionally.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Demonstrates flexibility and handles change productively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Gives evidence of a well-rounded education.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Gives evidence of a depth of subject/content knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Demonstrates understanding of appropriate subject-area methods.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Demonstrates balance in work, leisure, and personal development.

Comments:

--

5	4	3	2	1	NA	Personal Characteristics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Has sufficient energy and good health.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Gives evidence of a good sense of humor.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Demonstrates perseverance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Is dependable.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Demonstrates poise and self confidence in work with parents & teachers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Exhibits appropriate appearance and hygiene.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Demonstrates poise and self-confidence in teaching and presentations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Demonstrates skill in interpersonal relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Leads willingly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Effectively and efficiently manages paperwork.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Practices effective reflection and self evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Consistently demonstrates a passion for teaching.

Comments:

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Student Teacher:

Please describe any special characteristics of students taught during this experience.

What are some of the specific strengths you see in this student teacher?

Are there any specific limitations you would suggest for this student teacher?

To be completed ONLY for the FINAL EVALUATION:

If consulted by an administrator who is considering this student teacher for a teaching position, I would:
(Please check one ONLY)

Recommend w/ Enthusiasm

☐ 5☐ 4

Recommend w/ Limitations

☐ 3☐ 2

Not Recommend

☐ 1

To be completed ONLY for the FINAL EVALUATION:

What grade level(s) would you recommend for this student teacher? (Check all that apply)

☐ **Preschool**

☐ **Kindergarten**

☐ **1st**

☐ **2nd**

☐ **3rd**

☐ **4th**

☐ **5th**

☐ **6th**

☐ **Any Middle (5-8)**

☐ **7th**

☐ **8th**

☐ **Any Secondary**

☐ **9th**

☐ **10th**

☐ **11th**

☐ **12th**

Additional Comments

Student Teacher Signature _____

Date _____

Please check one

☐ **Cooperating Tchr. or** ☐ **Univ. Supv. Signature** _____

Date _____